



## **PENNS PRIMARY SCHOOL BEHAVIOUR POLICY INCLUDING ANTI BULLYING AND RACISM**

At Penns Primary School all staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being whilst in school.

### **Aims**

- To create a welcoming and caring environment which encourages and reinforces good behaviour.
- To promote positive relationships based on mutual respect.
- To develop self-esteem and self-discipline in each child.
- To define acceptable standards of behaviour.
- To encourage the involvement of both home and school in the implementation of this policy.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

### **Roles and Responsibilities**

Lines of referral for behavioural incidents - see appendix 1  
Areas of responsibility - see appendix 1

### **Rules, Procedures and Practice**

General rules for whole school behaviour

Our rules, or codes of conduct, are essential for maintaining a safe and happy environment and cover four areas:

- a) The classroom
- b) The playground
- c) The dinner hall
- d) Whole school



## **PENNS PRIMARY SCHOOL BEHAVIOUR POLICY INCLUDING ANTI BULLYING AND RACISM**

They promote the idea that every member of the school has responsibility towards the whole and are to be consistently applied and enforced.

### **Unacceptable Behaviour**

- Violence.
- Lack of respect.
- Threatening behaviour including bullying.
- Deliberate disobedience.
- Discrimination.
- Deliberate vandalism of school property.
- Deliberate misuse of school equipment including IT and the Internet.

### **Acceptable Behaviour**

The children at Penns are encouraged to:

- Be helpful
- Try hard to do their best
- Be kind and speak to everyone in the school community.
- Respect other people, their possessions and school property.

### **Code of Conduct for Penns School**

This expectation of behaviour is positively stated in the school's 'Code of Conduct' (appendix IV), telling the children what to do rather than what not to do. The 'rules' have a clear rationale and have been made explicit to all, in that a copy is on display in every classroom. Our rules and procedures promote the idea that every member of the school has responsibility towards the whole and are to be consistently applied and enforced.

### **Rewards and Sanctions**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise given by teachers or other adults working with the children - informal and formal, public and private, to individuals and groups. This, above all else, has tremendous power and impact, motivating the pupil significantly. It is earned by maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. More formal opportunities for recognition of these achievements occur in several ways within the classroom and school as a whole.

These are:

Merit assembly (alternate weeks) with child's picture displayed in the entrance hall.

Parents invited to assembly. Enamelled merit badges worn by child for that fortnight.

Child of the Term assembly with photographs in the entrance hall accompanied by an explanation of why they were selected. Parents invited. Certificates given.

Child of the Year – as above.

Governors' Award – for two Year 6 children as they leave for 'outstanding contribution' to school life.

Dinner Supervisors' Award. One merit each term chosen by dinner lady in conjunction with class teacher to be presented in assembly.

Lunch time top table – one child from each class chosen weekly by dinner supervisors for exemplary behaviour/manners during lunch. Chosen child may choose a guest to eat with him/her.



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Writers' Assembly  
Maths Assembly  
Golden letterbox Assembly

Each class teacher has additional rewards that are pertinent to their particular year group. These can be found in appendix II.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. The use of sanctions should, however, be fair and effective and therefore characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group sanctions should be avoided.
- There should be a clear distinction between major and minor offences.
- It should be clear that it is the behaviour rather than the person that is being sanctioned.

Sanctions range from: expressions of disapproval; withdrawal of privileges such as playtime or football; time out in another classroom; referral to the Deputy Headteacher; referral to the Headteacher; letters to parents; to ultimately and in the last resort, exclusion (following the LEA guidelines). It is expected that most instances of poor behaviour will be relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion with the offence. As with rewards, each class may have additional sanctions pertinent to that particular year group which may be implemented at the class teacher's discretion. See appendix II.

Additionally, dinner supervisors operate the 3 step approach. See appendix III.

Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are ineffective, additional support and advice will be sought from the Behaviour Co-ordinator. In co-operation with the class teacher, an evaluation of the curriculum on offer, together with classroom organisation and management will be assessed and a plan formulated to monitor and improve behaviour. If necessary, after further consultation with the Headteacher, additional help and advice from one or more of the following outside agencies may be sought.

Educational Social Worker  
Behaviour Support Services  
Pupil and School Support  
Social Services  
Educational Psychologist



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### **Peer Mediation**

Peer Mediation involves a team of Year 6 pupils helping their peers to resolve minor conflicts that may occur during the lunchtime. They have been trained to act as mediators in these disputes without help from teachers but are aware, through training, when help is to be sought or an incident referred to a higher level. All incidents are recorded in a log book. Pupils who are trained as peer mediators learn vital skills in communication, negotiation, understanding and problem solving.

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Staff are alerted to minor behavioural concerns during the weekly staff briefing.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged.

This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to the parents. Where behaviour is causing concern parents will be informed at an early stage and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

## **Anti-Bullying and Anti-Racist Policy**

This policy was originally drawn up in consultation with staff, governors, pupils and parents and includes recommendations from the McPherson report. It is reviewed regularly and covers guidance and recommendations from the Equality Act 2006.

The school has a comprehensive behaviour policy that focuses on positive behaviour and has clear and fair procedures for dealing with negative behaviour.

This policy supports the school Behaviour Policy and addresses the issues of bullying, racism and harassment.

### **Our Commitment**

Bullying of any kind is unacceptable in our school.

Everyone has the right to:

- Feel physically and emotionally safe in school.
- To learn and work in a calm and orderly environment.
- To be listened to.



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It is the legal responsibility of the headteacher, as a manager of the school, to ensure, as far as reasonably practicable, that structures and procedures are embedded in school practice to prevent bullying.

It is the responsibility of the whole school community to work towards providing a caring, friendly and supportive school environment for all of our children and adults, in which bullying is unlikely to occur.

This policy recognises that bullying can occur between all groups in the school community:

- Adult - Adult
- Child - Child
- Adult - Child
- Child - Adult

All adults within the school have a responsibility to conduct themselves in a way that shows mutual respect and models expected and appropriate behaviour to children. This expectation extends to visitors and parents.

This includes:

- Implementing the school behaviour policy in a fair and consistent way.
- Ensuring mistakes are dealt with and then forgotten.
- Confronting hurtful remarks and negating their validity.
- Having high expectations of all individuals.
- Apologising if we make mistakes.
- Listening carefully to both sides of a story before making a judgement.
- Not displaying conflict with another adult in front of a child.
- Avoiding negative interactions that may make a child feel humiliated.

E.g. Shouting at individuals  
Referring negatively to the child rather than the behaviour  
Destroying pupils work

### **What is bullying?**

Bullying occurs when someone knowingly and often repeatedly commits an unwelcome act (either verbal or physical) towards an individual or a group. This often includes an imbalance of power. Harassment is a form of bullying where the intention of the unwelcome act is to cause insult or injury for specific reasons connected to the recipient's identity.

Bullying may take the form of:

- Verbal harassment - name calling, threatening, insults, taunts, offensive language, hitting, kicking pushing.
- Refusing to work or co-operate with other children.
- Deliberately leaving someone out.
- Nudging, whispering, sniggering.
- Getting older brothers, sisters, friends involved in an argument.
- Making fun of someone's race or ethnic origin, faith, or religion, name, appearance, family, ability, gender, social class, sexuality, way of speaking or accent.
- Revenge or paying back.
- Intrusion by pestering or following.
- Unprovoked physical assault or threat of it.
- Deliberately damaging or hiding property.
- Threatening or abusive phone calls or letters.
- Using technology such as: text, emails or social networking sites in a bullying manner.



## **PENNS PRIMARY SCHOOL BEHAVIOUR POLICY INCLUDING ANTI BULLYING AND RACISM**

### **How we deal with incidents of bullying**

All reported incidents of bullying are treated very seriously. Sometimes the situation is picked up at home and reported by the parent.

When an incident of bullying is reported or noticed we will:

- Immediately inform the headteacher and class teacher of the incident.
- Gather information from the receiver and witnesses.
- Speak with the child who has bullied and offer support to the receiver.
- Take careful notes and record follow up action.
- Contact parents of receiver and child/children involved in the bullying and set up follow-up meetings to review progress.
- Use sanctions in line with behaviour policy.
- Talk to class (sometimes without child who is bullying or receiver present).
- Monitor situation carefully and set up strategies to modify unwanted behaviour. (This may involve contacting outside agencies for advice).
- Set up group or class conference to address issues

### **Community Conference**

Sometimes it is considered appropriate to set up a community conference to include the children, staff and parents involved in an incident to meet and discuss a restorative solution to the situation.

## **Anti-Racism**

What is racism?

Racism is any incident, which is perceived to be racist by the victim or any person.

It may be a physical or verbal act suffered by a group or individual because of his/her colour, race, nationality and ethnic or national origins.

How we deal with racist incidents:

All reported incidents of racism are treated very seriously and reported to the headteacher who will then make a record of the incident and record action taken.

Incidents involving young children are handled sensitively and with the awareness that the child may not completely understand the full implications of what has been said or done. It is made clear to both children that the racist action or use of racist language is totally unacceptable. Sanctions may be used in line with the school behaviour policy.

In all instances we will discuss the incident with the parents of both the child who has behaved in a racist way and also the receiver. Where it is not possible to see the parent a letter will be sent home.

The frequency and nature of racist incidents are reported termly to governors in the confidential part of the meeting.



# **PENNS PRIMARY SCHOOL BEHAVIOUR POLICY INCLUDING ANTI BULLYING AND RACISM**

## Policy Review

The policy is reviewed annually.

It remains an active and dynamic document through constant referral, re-enforcement and action and serves as a constant reminder to staff for consistency in application and reporting.

A copy of the Behaviour Policy is available to on request.

Governors' approved on .....



# PENNS PRIMARY SCHOOL BEHAVIOUR POLICY INCLUDING ANTI BULLYING AND RACISM

## Appendix 1

### Establishing lines of referral for behaviour incidents

Class teacher – low level disruptive behaviour eg walking round class; not observing class rules; rewards/sanctions in class not working.

Head Teacher/Senior Staff member – major incidents eg bullying, racism or racist comments; swearing; major physical attacks. For any of these incidents, parents will be informed in person at the end of the day or by letter, in cases where parents do not collect their child.

### Lines of referral for low level disruptive behavior

Teacher – if child consistently referred for low level disruptive behaviour



Behaviour Co Ordinator

Aim of framework – to avoid consistent logging of behaviour and do something positive about it.



Referral to one or more outside agency:

- Educational Social Worker
- Behaviour Support Services
- Pupil and School Support
- Social Services
- Educational Psychologist



## **PENNS PRIMARY SCHOOL BEHAVIOUR POLICY INCLUDING ANTI BULLYING AND RACISM**

### **Appendix II**

#### **Rewards**

The following rewards could be used by staff as they deemed appropriate to reward individuals, groups and classes:

- Use of stampers and stickers on the children's work or in homework/reading/maths diaries. Notes home to parents in homework/reading/maths diaries.
- Sent to Head or Deputy for praise.
- Speak to parents after school.
- Given special jobs to do.
- Golden time.
- Allow to sit in friendship groups.
- Secret Student Points.
- Moved to positive side of behaviour chart.

#### **Sanctions**

The following whole school consequences should be followed through in the sequence outlined if behaviour persists:

1. Verbal reminder of rule and warning possibly accompanied by visual prompt eg mark on board, traffic light system +/- scale etc.
2. Child moves to another part of the classroom possibly to work on their own.
3. Child sent to another class by mutual arrangement with the class teachers involved. Children should not stay out of their own class for any prolonged period due to curriculum entitlement.
4. Speak to the parents in private about the behaviour. If possible, this should happen in the same day but if the parent does not collect the child, this may have to be through a letter sent in a sealed envelope (and with an older sibling if possible), a telephone call or a request appointment. Parents should be informed automatically if the child has been sent out of the room, has hurt someone else or deliberately damaged school or another person's property.
5. Child to be sent to the head teacher. This should happen automatically if the behaviour has been persistent or they have hurt another person.

A clean slate policy will exist at the start of each session, where previous consequences are not carried forward. (In cases of deliberate hurt or damage however, parents and head teacher must be informed as outlined above)

No child will miss out on a particular lesson as a consequence of their behaviour due to curriculum entitlement.



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### **Appendix III**

#### **Penns Primary School Dinner Time Procedures**

#### **3 STEP APPROACH:**

##### **STEP 1:**

General persistent misbehaviour  
Consequence – verbal warning from dinner supervisor

##### **STEP 2**

Physical contact (pushing etc. with intent to hurt)  
Consequence – time out (away from friends)

##### **STEP 3**

Fighting/Verbal abuse/Loss of control  
Consequence – referral to teacher/HT

All incidents are recorded by the lunchtime supervisor in their class notebook. These are monitored by the senior supervisor half termly and also provide a record for teachers.



## **PENNS PRIMARY SCHOOL BEHAVIOUR POLICY INCLUDING ANTI BULLYING AND RACISM**

### **Appendix IV**

#### **Penns Primary School Code of Conduct**

- Treat others as you would like them to treat you
- Understand and care for other people's feelings
- Look after and care for our school, and for other people's property
- Move around our school thoughtfully and quietly
- Try to do our best in all things at all times